1. Course Staff and Contact Details
2. Course Details
3. Course Schedule
4. Course Resources
5. Course Assessment
6. Learning and Teaching Rationale and Strategies
7. Extension of Time for Submission of Assessment Tasks
8. Attendance
9. Class Clash
10. Academic Honesty and Plagiarism
11. Course Evaluation and Development
12. Student Support
13. Grievances
14. Other Information
1. Course Staff and Contact Details

**Course Convenor**

<table>
<thead>
<tr>
<th>Name</th>
<th>Nicolas RASMUSSEN</th>
<th>Room</th>
<th>Morven Brown 314</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385-2361 (no messages)</td>
<td>Email</td>
<td><a href="mailto:N.Rasmussen@unsw.edu.au">N.Rasmussen@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesdays 1:30-2:45 and by arrangement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lecturer (Friday session)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Nicolas RASMUSSEN</th>
<th>Room</th>
<th>Morven Brown 314</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385-2361 (no messages)</td>
<td>Email</td>
<td><a href="mailto:N.Rasmussen@unsw.edu.au">N.Rasmussen@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesdays 1:30-2:45 and by arrangement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lecturer (Monday session)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Charmaine Robson</th>
<th>Room</th>
<th>Morven Brown 221</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td></td>
<td>Email</td>
<td><a href="mailto:charmaine.robson@unsw.edu.au">charmaine.robson@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Course Details

**Units of Credit (UoC)** 6

**Course Description**

The History Capstone course *Reflecting on History and Historians* brings together all students majoring in history for a two-hour weekly seminar. Drawing on students’ varied interests and expertise, this course is designed to bring coherence to their previous study of history by requiring them to reflect on the fundamental principles of the discipline and ethical responsibility in the practice of history.

Readings and discussion are focused on developing an appreciation of the diversity of scholarship and the importance of historical knowledge for understanding our contemporary world. Students will practise applying principles of the discipline to primary source material and analyse how history is presented to the general public through vehicles such as film, documentary, historical fiction, school curricula and museum exhibitions. This course counts for 6 UOC (units of credit), and is a compulsory component of a History major.

**Learning Outcomes**

1. articulate a clear understanding of major principles in the discipline of history.
2. show a good comprehension of ethical responsibilities in the practice of history.
3. identify and reflect on multiple forms of history in the public domain, and evaluate them in light of the principles and ethics of the history discipline.
4. demonstrate a high level of research skills though the independent design of a research project, advanced levels of academic writing, and effective oral presentation of findings.
5. reflect upon and integrate their own experiences as students of history at UNSW
3. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

There will be a two-hour seminar-type, in-class discussion each week in teaching weeks 1-12, except Week 10 (Labor Day week). The schedule below describes the readings and subject matter for these sessions. See “Course Assessment” section below for a summary of assessment due dates.

THE READINGS LISTED BELOW ARE SUBJECT TO CHANGE. CORRECT READINGS ARE THOSE LINKED ON MOODLE.

WEEK 1: 25-29 July

**Topic: Introduction: Being a historian**

**Content description:** The first meeting will involve housekeeping matters. We will also have a discussion about national standards, about what professional historians actually do for a living, and historiographic trends.

**Required Readings:**


WEEK 2: 1-5 August

**Topic: Professional History and Public ‘Remembering’**

**Content description:** Professional historians are often treated by the general public as boffins who labour away on trivial topics in the desired obscurity of dusty archives. Yet the public -- even these same critics -- harbor historical beliefs that are important to them and which they expect to be supported by historians and historical evidence. Frequently these cherished historical narratives conflict with what professional historians take (sometimes uncontroversially) as established fact. However these conflicting understandings of the past can come into the open, especially when stories foundational to cultural or national identity are updated according to professional standards in public fora, such as school curricula or museum exhibits. They raise questions about the historian’s social role and duties.

**Required Readings:**


**Further Reading:**

WEEK 3: 8-12 August

Topic: History without books: the documentary

Content description: One could argue that books no longer shape the historical imagination. A much greater role is played today by films, documentaries and the Internet. Consider the documentaries of either Ken Burns or Simon Schama. We will screen a few excerpts and discuss the merits of documentary history.

Required Readings:


Further reading:


WEEK 4: 15-19 August

Topic: Historical Scholarship and Advocacy

Content description: In terms of research ethics, are historians subject to standards beyond what is required for publication in peer-reviewed journals (e.g. truthful and complete reporting of primary evidence sources, logical argumentation, citation of influential or otherwise important secondary sources)? For example, should they publicly discuss issues only within their domain of scholarly expertise? Must they consider the social impact of their scholarly work in publishing on certain questions and/or using certain sources? Once it is published, do they bear any other responsibilities in describing it in public venues such as the courtroom? The pointy end of such questions has recently been experienced by medical historians working on tobacco.

Required Readings:


David Rothman, “Medical historians and the tobacco industry”, *The Lancet*, 364 (2004), 839


American Historical Association code of professional conduct, 2011


**WEEK 5: 22-26 August**

**Topic: Fiction and the Historian’s Limits**

**Content description:** Carlo Ginzburg, Natalie Zemon Davis and Simon Schama are prolific historians who have written about events that may not have taken place. Is this “made up” or bogus history? Or have these historians, in going beyond what evidence can specifically support, made a contribution to scholarly knowledge about the past?

**Required Readings:**

Simon Schama, *Dead Certainties* (London, 1991), Chap 1 (pp. 2-20, 328-9)


**Further Reading:**


**WEEK 6: 29 August – 2 September**

**Topic: History from Below**

**Content description:** “History is written by the winners”. How do we approach history by those who were disempowered and disenfranchised? Is it possible to understand the lives of the subalterns of the past, even though they typically leave no written records of their own? Yet can we fully understand past societies without knowing their lives? It was only in the later twentieth century that historians began to focus on “history from below”, and we will read a selection from E. P. Thompson's influential work on the English working class.

**Required Readings:**


Jim Sharpe, “History from Below”, in *New Perspectives on Historical Writing*, ed. Peter Burke, (College Station, Penn., 1991), 24-41

**Further Reading:**

WEEK 7: 5-9 September

Topic: Gender and ‘Herstory’

Content description: This week we consider the relationship between ideas of gender and women in particular, and why social ideas are important. Consider Lerner’s critique of historiography. What do we learn from Davis’ ‘Women on Top’? In what ways do the articles by Kaplan and Maines respond to Lerner’s call for a diversification of women’s history?

Required Readings:

Gerda Lerner, “Placing Women in History: Definitions and Challenges”, Feminist Studies, 3 (1975), 5-14


Further Reading

Nina E. Lerman, Arwen Palmer Mohun, Ruth Oldenziel, “The Shoulders We Stand on and the View from Here: Historiography and Directions for Research”, Technology and Culture, 38/1 (1997), 9-30

WEEK 8: 12–16 September

Topic: Scales of History I: Microscopic

Content description: Is there any value is studying history at the local level? Is there any value in the history of everyday life, or which focuses on a single regular person, or on the life of a small and isolated community? When can such studies be deemed to be trivial, and when significant?

Required Readings:


Further Reading:

WEEK 9: 19 – 23 September

Topic: Environmental History

Content description: How can we narrate a history that is not centred on human action, or not even about people at all? When does this simply become the domain of biology, geology, or another natural science with entirely different methods and aims from history? Although doubtful as to disciplinary identity at its edges, a thriving field of environmental history has recently emerged within the discipline of history to do just that, in order to grapple with increasingly important questions about the relationship between nature and human affairs.

Required Readings:


Further Reading:


Re-read Weinstein “History Without a Cause”

MID-SEMESTER BREAK

24 September – 3 October (Labor Day)

Although no work is due in this week or the next (week 10), you are strongly advised to do your museum visit and write it up early in this two-week block, if not before, because it is due on the Monday of Week 11. Recall also that Research Essay is due on the Friday of Week 12. It is therefore unlikely that you will do a good job on both assignments if you postpone writing up both until week 10.

WEEK 10: 3-7 October. NO CLASS THIS WEEK (both sections)

This is to allow your Museum Assignment and to help you advance your Research Essay. For the Museum Assignment, you should go to one of the exhibitions listed, and write an extended reflection piece, which should address the way the past is represented in the context of scholarly literature on the same topic (so, watch out for “further reading” citations when at the exhibit). Detailed guidance on this assignment will be provided in class and in a written guide by Week 3. Do not necessarily wait until Week 10 to go to your museum, although if you go too early in the course you may not be as well prepared. You may work on this assignment in pairs, in which case you will each submit THE SAME co-authored essay and receive the same mark.

Exhibitions:

Convict Sydney - Hyde Park Barracks Museum

Ships, Clocks & Stars: The Quest for Longitude - National Maritime Museum
Wartime Innovation (until 31 August) - Powerhouse Museum

First Australians galleries - Australian Museum

Actors, Athletes and Academics: Life In Ancient Greece AND The Etruscans (both exhibits) - Nicholson Museum

The permanent exhibits at the Sydney Jewish Museum, especially their presentation of Jewish migration to and life in Australia

A Changing Australia: The Time of Gough Whitlam, at the Whitlam Institute in the Female Orphan School building, University of Western Sydney Parramatta campus

WEEK 11: 10-14 October

Topic: Scales of History II: Deep Time

Content description: Do historians have any business looking at history before humanity existed, or even before available human-made records? Should they be considering the Big Bang and the origin of Homo sapiens, as David Christian and Fred Spier have done with funding from Bill Gate (and before them popular intellectuals like Auguste Comte, Ernst Haeckel and HG Wells)? What do these historians claim is the value of such Universal or Big history, and the proper method? Is there a problem with the uncritical assimilation of representations of the past from the harder sciences that, ever since philosopher Thomas Kuhn, cannot be regarded as purveyors of unchanging and apolitical truths any more than history itself?

Required Readings:


Blanks, David. "Towards a Theory of Big History," Origins IV (04) 2-6 214


Further Reading:


WEEK 12: 17-21 October

Topic: Counterfactual history, Prophesying, and what to do with a history major

Content description: R.G. Collingwood said that the “historian's business is to know the past, not to know the future, and whenever historians claim to be able to determine the future in advance of its happening, we may know with certainty that something has gone wrong with their fundamental conception of history (Collingwood 1994, 54).” In fact, historians do sometimes pose ‘What if?’ questions and sometimes do speculate about the
future. This week we consider the value of such endeavours, and whether such matters should indeed be the historian’s business.

There will also be a discussion of what graduates have done, and might do, with History majors.

**Required Readings:**


Ann Curthoys and Ann McGrath, *How to Write History that People Want to Read* (Sydney, 2009), 24-47.


ALL READINGS LISTED ABOVE ARE SUBJECT TO CHANGE. CORRECT READINGS ARE THOSE LINKED ON MOODLE.

### 4. Course Resources

All required readings for class will be accessible through links provided on the course Moodle site (these may be accessible only from campus or with UNSW Library login).

Further readings will be available either through Moodle or in the High Use Collection. Other resources for your research projects are to be located by you through the Library and via the web; research help is available by appointment with the Library.

### 5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted via Moodle</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Research Essay</em></td>
<td>2500-3000 words</td>
<td>45% + 5% for outline</td>
<td>1,2,3,4</td>
<td>Friday Week 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(outline W 7)</td>
<td>Yes</td>
</tr>
<tr>
<td>In-class quiz</td>
<td>50-100 words</td>
<td>20%</td>
<td>1,2,3,5</td>
<td>Weekly</td>
<td>No</td>
</tr>
<tr>
<td>Museum Assignment</td>
<td>1000 words</td>
<td>30%</td>
<td>1,2,3,5</td>
<td>Monday Week 11</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*This is the final assessment task for attendance purposes.*

For the Research Essay, the topic should engage one of the weekly historiographic themes but is otherwise open, and you MUST use primary sources. Also students must submit a one-page (or longer) concise description of their planned essay topic, sources and approach, together with a brief outline by Friday of Week 7, and receive written approval (as well as marks out of 5%, with feedback) before Friday of Week 8. Earlier consultation is encouraged. Detailed instructions will be issued by Week 3.
Class quizzes are given in every class (i.e., 11 sessions). These will consist of short (1-3 sentence) answers to two of the questions we have just discussed in the class session, each marked P/F. The best 9 will count for a student’s final result.

The details of the Museum Assignment will be distributed by the end of Week 3; it would be wise to begin this assignment not long afterwards and certainly before Week 10. Students may research and write up this assignment collaboratively in pairs, in which case the same essay should be co-submitted and the mark will be shared.

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

Students must attend at least 80% of sessions (9 out of the 11 scheduled sessions)

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: [https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/)

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: [https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html)

**Submission of Assessment Tasks**

The two essay assignments and major essay outline must be submitted electronically through Moodle ([http://moodle.telt.unsw.edu.au/](http://moodle.telt.unsw.edu.au/)). You must use your zID login to submit your assignments in Moodle.

Refer to the section “*Course Assessment*” for details of assessment tasks that are to be submitted via Moodle.
** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the [Student Code of Conduct](#). I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the [Student Code of Conduct](#) and the [Student Misconduct Procedures](#). I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: [https://student.unsw.edu.au/how-submit-assignment-moodle](https://student.unsw.edu.au/how-submit-assignment-moodle)

Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

  **Task with a non-percentage mark**
If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student’s mark is therefore $17 - [25 \times 0.05 \times 3] = 13.25$.

**Task with a percentage mark**

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student’s mark is therefore $68 - 5 = 63$.

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

### 6. Learning and Teaching Rationale and Strategies

Each week (in weeks 1-12) we will have a class discussion on the topics addressed in the readings, in an on-campus two-hour seminar class. A set of questions dealing with the content of the required readings will be provided at least a week in advance, and these same questions will orient class discussion.

At the end of each class discussion, students will take a brief quiz on this same material, in which they write 1-3 sentence answers to two of the questions that were provided in advance. Marked P/F, these answers will be expected to reflect the immediately preceding class discussion intelligently as well as an understanding of the issues addressed in the readings.

There will be the equivalent of a 3rd hour of individual or collaborative work each week. This will be largely devoted to the museum visit and preparation of a short essay on it, analysing a particular local portrayal of the past.

There will also be a major research essay, in which students will take up one of the historiographic themes or methods discussed in the weekly sessions and apply it in a concrete exploration of past events chosen by the student.

### 7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.
9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au
13. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/guide

14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/guide

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.